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2/3/16
FIAE 5

This chapter focused largely on the concept of tiering. Basically as teachers we should try to be flexible with the difficulty of our content so we can reach all learners. For students deemed to be in the lower tier they are given less challenging material that would be appropriate for the pace they're learning at. The middle tier which would typically comprise the majority of the class would be given material that is moderately challenging, and the top tier would be given the most challenging work. I think this strategy while on the surface sounds like a great way to keep all students engaged it could also run into some issues. First, how do I determine which student belongs in which tier? If a student happens to not be engaged when I choose to gauge their levels he or she could potentially be receiving work far below a challenging level for them all year which could potentially make them even less engaged. In addition students could likely realize pretty quickly that there are different levels and may feel singled out or inadequate. Perhaps even students in the upper tier may feel it's not fair that they are receiving more difficult work. While I do like the concept of having students feel appropriately challenged I think there could be problems with imposing a tier system. An alternative could be having individual conferences with students to gauge their comfort level with the material and give them a choice for either a less challenging or more challenging option.